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ABSTRACT

This guide offers a curriculum unit for elementary schools to help increase student awareness of multicultural women's history. The unit contains five short biographies of women from different ethnic backgrounds. The women featured are Mary Shadd Cary, Frances Willard, Tye Leung Schulze, Felisa Rincon de Gautier, and Ada Deer. Vocabulary exercises and follow-up excercises at the end of each biography provide students an opportunity to build their skills in language arts and critical thinking. The curriculum guide offers learning activities for various ability levels so teachers can add flexibility to the classroom. Additional activities include art, mathematics, and "extender" projects. A 13-item list of related curriculum resources concludes the guide. (JAG)

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Multicultural Women's History

Curriculum Unit

By Barbara Tomin and Carol Burgoa

SO 026 188

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Multicultural Women's History

A Curriculum Unit for the Elementary Grades

By Barbara Tomin and Carol Burgoa

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Dear Colleague,
We are pleased to offer this multicultural curriculum unit for elementary school use. The development of this unit was brought about by numerous requests for multicultural women's history materials for elementary students. We have designed the unit to be stimulating and easy to use. It is our hope that these materials will enhance your classroom celebration of National Women's History Month, and encourage the inclusion of women's history into the curriculum year 'round.
The unit contains five short biographies of women from different cultural groups. The vocabulary exercises and follow-up lessons provide an opportunity for skill building in the language arts and for critical thinking. Closure activities include art, math, and "extender" projects.
The first section of each follow-up lesson has the following format:

LANGUAGE DEVELOPMENT SKILLS
A. Define and discuss the vocabulary words. This may be done as a whole-class exercise or in small groups with each group taking part of the list, defining the meaning and reporting back to the class.
B. Alphabetize the vocabulary words. This is a life skill that needs to be reinforced because it allows access to information in our reference materials and libraries.
C. Language Potpourri. Includes finding and using root words, reading comprehension, syllabication and vocabulary development.
D. Discussion/Writing Experience. These activities encourage the child to process the information and ideas presented in each biography.

BEYOND BIOGRAPHY BONUS
This section offers ideas for creative thinking and suggestions for culminating projects.

Each story mentions several cities, states and other locations both within and outside of the United States. Place names are listed in the vocabulary section. Places mentioned in the biography of each woman can be located on a map while the story is being read, or afterward as an enrichment exercise. Suggestions for a class project using the place names are included under "Suggested Activities."
This curriculum unit covers a spectrum of ability levels. It will be necessary to adapt various parts to your own students' needs. In order to assure each child success, we suggest a cooperative learning approach to the tasks that are beyond an individual student's present ability level. Forming study groups which reflect a cross section of learning styles and levels would work especially well for the concluding activities – "Above and Beyond Biography," "Made to Order Math," and "Making Changes – Each in Her Own Way."
Some of these activities require special materials such as daily newspapers, and advance preparation. We encourage you to read through the entire unit to familiarize yourself with the organization and content.
Since we have been teachers for many years, we know how great the demands are on your time and energy. We hope this unit will make teaching women's history easier for you and more enjoyable for your students.

Barbara Tomin & Carol Burgoa, Authors

Acknowledgments

Several people were responsible for bringing this unit to its final form.
The concept for the unit originated in a conversation between Bonnie Eisenberg and Barbara Tomin. Bonnie Eisenberg served as the overall project coordinator; Barbara Tomin and Carol Burgoa researched and wrote the biographies and accompanying student activities.
Claudia McKnight arranged for the materials to be field tested. Following their use she suggested further activities which were incorporated in the final draft.
Lark Lucas contributed the artwork; Dave Crawford developed the computer formats; and Lisl Smith served as copy editor/proofreader.

Cover Illustration

This unit was originally created to accompany the 1987 National Women's History Month Commemorative Poster, which is featured on the cover. This poster is available from the National Women's History Project for $6.00 plus $3.50 s/h. Order #7949. For a Women's History Catalog of books, curriculum materials, posters, records, games and more, send $1 to: NWHP, 7738 Bell Road, Windsor, CA 95492, or call (707)838-6000.

National Women's History Project

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MARY SHADD CARY
"Decades of Dedication"
1823-1893

Teacher. Principal. Newspaper Editor. Army Recruiter. Suffragist. Abolitionist. Lawyer. This was Mary Shadd Cary, a Black woman born in 1823 who dedicated her life to helping her people.

In 1823, when Mary Shadd was born, most Black people in America were slaves. There were many free Blacks, though. Some had earned money to buy their own freedom, and some who lived in the North had been freed by state law. Thousands had escaped slavery by running away from their slave masters in the South to the free states of the North. Others were free because abolitionists (people who believed that slavery was wrong) sometimes bought slaves and gave them their freedom. Many of these abolitionists risked their own safety by working as part of the Underground Railroad, the secret route of "safe houses" for slaves escaping to the North.

Mary was the oldest of the thirteen children of Abraham and Harriet Shadd, both free Blacks in the state of Delaware. Her father, a shoemaker, was a well-known abolitionist. He spent his whole life working with the American Anti-Slavery Society to free other Black people from slavery. Her father's dedication to the cause of freedom was passed on to Mary and her brothers and sisters. They, too, worked to improve the lives of other Black people.

Mary went to a Quaker school in Pennsylvania. At the age of 16, she became a teacher. Teaching was one of the few jobs women were allowed to have in those days. From 1839 to 1850 Mary started and taught in schools for Black children in Delaware, Pennsylvania and New York.

In 1850 a new law was passed called the "Fugitive Slave Act." It offered a reward for anyone who turned in runaway slaves. This same law also increased the punishment for anyone who helped runaway slaves get to freedom in the

North. Because of this new law, people sometimes kidnapped free Blacks so they could turn them in as escaped slaves and collect the reward. This was a very dangerous time for both free Blacks and runaway slaves.

After the Fugitive Slave Act became law, runaway slaves had to go all the way to Canada, where slavery was illegal, to be sure they were safe. Many free Blacks also went to Canada because they felt they could no longer be safe in the United States. Mary Shadd went to Canada to see if it really was a better place for Black people to live. She decided it was and she became a leader and spokesperson encouraging Blacks to move to Canada. She traveled all around the United States speaking to groups of Black people, telling them about life in Canada and why they would be safer there.

In 1851 Mary moved to Windsor, Canada. She opened a school for Black children and started a newspaper to encourage other Blacks to come to Canada. It was not long before she became well known as the first Black woman in North America to edit a weekly newspaper. She was said to be "one of the best editors in the province, even if she did wear petticoats."

Mary married Thomas Cary, a barber from Toronto, in 1856. During the Civil War she often traveled from Canada to the United States, to Indiana, Ohio, Michigan and Pennsylvania. She recruited Black soldiers to join the Union Army to fight against slavery. While traveling from state to state she became quite famous for her strong anti-slavery speeches.

In 1865 the Civil War ended and the slaves in the rebel states were freed. After her husband died, Mary and her daughter moved to Washington, D.C. There she worked as a teacher and school principal for the next fifteen years. She became an active suffragist and spoke at the National Woman's Suffrage Convention in 1878. Suffragists were women and men who worked for women's right to vote.

After all Mary had done, she still had one more goal for herself. Mary Shadd Cary wanted to become a lawyer! At the age of 60 she enrolled in Howard University Law School. She graduated and practiced law until her death ten years later.

It is sad that a woman who did so much for her people is left out of nearly all of our history books. Don't you agree?

BEYOND BIOGRAPHY
Mary Shadd Cary
Vocabulary

journalist	dedication	runaway slaves	province
recruiter	slaves	punishment	petticoats
suffragist	freedom	kidnapped	lawyer
abolitionist	slavery	spokesperson	recruited
fugitive	escaping	graduated	famous
dedicated	Quaker	illegal	anti-slavery

Key Phrases

Civil War	runaway slaves
Underground Railroad	Fugitive Slave Act
American Anti-Slavery Society	Union Army
National Woman's Suffrage Convention	escaped slaves

Place Names

Delaware	Canada	North America	Ohio
Pennsylvania	Windsor	Toronto	Michigan
New York	Washington, D.C.	Indiana	

LANGUAGE DEVELOPMENT SKILLS

A. Define and discuss the vocabulary words and key phrases. This may be done as a whole-class exercise or in small groups with each group taking part of the list, defining the meanings and reporting back to the class.

B. Alphabetize the vocabulary words. This is a skill that needs to be reinforced because it allows access to information in our reference materials and libraries.

C. "Reach for the Roots." (See next page.)

D. Mary Shadd Cary accomplished many things in her lifetime. She was well known and respected. However, she is not mentioned in most of today's history books. Discuss why you think she was left out. How is it decided who will be included in history books?

BEYOND BIOGRAPHY BONUS

A. Collect the new history textbooks in your school. Look in the index of each. Count and compare the number of women listed to the number of men. Find some history textbooks which are more than ten year old. Count again and look for any changes. Make a graph of your results. Has the number of women increased? Why do you think this has happened?

B. List ten famous Black people and tell why you think they should be in your history books. List ten famous women and tell why you think they should be in your history books.

C. At your school or local library, count the number of biographies written about women and the number about men. We suggest using the card catalog rather than looking on the shelves. Using the tally, graph the results. What conclusion can you draw? Give a minimum of five reasons to explain your conclusion. Compare this data with your findings in exercise A. Write a summary statement combining your findings for both exercises.

Name_____

REACH FOR "THE ROOTS"

Many of these difficult vocabulary words come from smaller words, called "root" words. Find the "root" words in the vocabulary words listed below. Circle the "root" word or words. Write a sentence which uses the root word(s).

1. journalist _____

_____

2. suffragist_____

_____

3. abolishionist_____

_____

4. dedication_____

_____

5. freedom_____

_____

6. slavery_____

_____

7. punishment_____

_____

8. runaway_____

_____

9. illegal_____

_____

10. spokesperson_____

_____

FRANCES WILLARD

The "Do Everything" Woman

1839-1898

From a lonely pioneer girl to the leader of the nation's largest women's social change organization, Frances Willard grew up to make a difference! She led over 200,000 women to become active in public life.

Frances Willard was born in 1839 in New York. Her family moved to Ohio and then to the sparsely settled Wisconsin frontier. There were no schools there. She and her brother and sister almost never saw or played with any other children.

Frances did not like housework. She thought it was a lot more fun to hunt and share her brother's outdoor life. She wore her hair short and insisted on being called "Frank." Pioneer life was very lonely. It was especially hard because her father wouldn't allow Frances or her sister to ride horseback to visit their distant neighbors. He thought horseback riding was unladylike. Frances did not attend school when she was young, her mother was her teacher. Frances loved to read. Her favorite books were pirate tales and Wild West stories.

Her parents weren't the only people who treated females and males differently. Many laws kept women from being able to do things they wanted to do. One law would only let men vote. When Frances' brother cast his first vote, Frances was furious! She knew that just because she was a female, she would never be allowed to vote. This was very unfair, she thought.

Frances was allowed to do one thing that was unusual for a young woman – she went to college. She graduated from college with honors even though she had only gone to school for a total of four years. What a good teacher her mother must have been! Wanting to be financially independent, Frances worked as a

teacher for several years. Teaching was one of the few jobs women were allowed to have at that time.

Frances became a famous educator and the first American woman college president. But it was not until she was 35 that she found her life's most satisfying work – organizing people to improve the lives of America's women and children.

During the late 1800s, life for women and children was quite different from what it is today. Wives and children were considered to be the property of their husbands and fathers. Very few women worked outside their homes except as teachers, or in factories under very poor conditions. Often children worked many hours a day for very little pay. The law said all of the money earned by any family member belonged to the husband or father to spend in any way he wanted.

Frances Willard understood these problems and knew they were bad for women and children. Two major problems concerned her very much. One was alcohol abuse. Many men would spend much of their time after work drinking in saloons. Some even spent the grocery and rent money on liquor. Sometimes men would return home drunk and beat their wives and children. The other problem that concerned Frances was that no women could vote for lawmakers or vote to make or change local laws.

Frances saw an important connection between these two problems. She thought that if women could vote they would vote for temperance laws. Such laws would make buying, selling and even drinking alcohol illegal. By winning the vote, women would gain power and independence. The women and men who worked for temperance were called "prohibitionists" because they wanted to prohibit (stop) the use of liquor. The people who wanted women to have the right to vote were called "suffragists." (Another word for voting is "suffrage.")

Frances Willard got busy. She became active in the Woman's Christian Temperance Union (WCTU). Very soon she was the leader of that organization, a job she held for 20 years. With Frances Willard as its leader, the WCTU grew to be a very large organization. In fact, it was the biggest women's organization in the whole country. Because Frances made the WCTU so popular and so successful, she was called an "organizational genius."

Frances convinced thousands and thousands of women that they needed

to become actively involved in the world in order to improve conditions inside and outside of their homes. She was famous for her persuasive speeches that convinced women of their power to take action. In one year, 1883, she made speeches in every single state and territory in the nation! In these speeches she talked about the need to start kindergartens, improve prisons, pass child labor and worker protection laws, and work for prohibition and woman suffrage.

No wonder she called it her "do everything" policy! Frances Willard worked for any change that would help women and children. For ten years she traveled about 18,000 miles a year, speaking to huge crowds and making headlines wherever she went. She wanted women to change from timid, isolated housewives into politically aware, self-reliant citizens. She knew this would happen when women started working outside of their homes for temperance and woman suffrage.

Later in her life she changed her idea from total prohibition of alcohol to the need for alcohol abuse education. She believed that it was better to teach people about the effects of drinking too much than to forbid them to drink at all.

Frances Willard was such a popular and well-respected woman that when she died in 1898, over 20,000 people came to say "goodbye" to this great woman as she laid in state for six hours at the Women's Temple in Chicago. Since she had become such a respected national figure, the State of Illinois honored Frances Willard by placing a statue of her in Washington, D.C. It was the first statue of a woman in Statuary Hall at the U.S. Capitol.

Today we still have problems with alcohol and drug abuse and family violence in the United States. Thousands of women, men and children are killed each year by alcohol, drunk drivers, drug overdoses and family violence. Just as there was a temperance movement in the days of Frances Willard, we have a movement against alcohol and drug abuse today. Mothers Against Drunk Drivers (MADD) was started by Candy Lightner, a mother whose teenage daughter was killed by a drunk driver. Now there are SADD groups, too (Students Against Drunk Driving). They want to keep teenagers who have been drinking from driving. Other groups work to educate people about drug abuse. There are shelters (safe houses and refuges) for battered women and their children to go to when they are in danger of being beaten by their husbands or other men in their lives. Today many people are still working hard to solve these problems.

BEYOND BIOGRAPHY
Frances Willard
Vocabulary

pioneer	temperance	prohibitionists	suffragists
organization	suffrage	self-reliant	illegal
sparsely	ability	cast	isolated
frontier	concerned	connections	persuasive
insisted	liquor	independence	unladylike
respected	considered	forbid	convinced
property	battered	graduated	refuges

Key Phrases

Woman's Christian Temperance Union	social change organization	respected national figure
financially independent	politically aware	alcohol abuse
organizational genius	Statuary Hall	lay in state
worker protection laws	famous educator	U. S. Capitol
	actively involved	

Place Names

New York	Illinois	Washington, D.C.
Ohio	Chicago	Wisconsin

LANGUAGE DEVELOPMENT SKILLS

A. Define and discuss the vocabulary words and key phrases. This may be done as a whole-class exercise or in small groups with each group taking part of the list, defining the meanings and reporting back to the class.

B. Alphabetize the vocabulary words. This is a skill that needs to be reinforced because it allows access to information in our reference materials and libraries.

C. Frances' Facts (see page 14)

BEYOND BIOGRAPHY BONUS

A. Familiarize your students with the organization and sections of the telephone book. Then have them use the phone book to locate the agencies and services in your community that help individuals and families with alcohol and drug abuse and family violence problems. Examples: Alcoholics Anonymous, Mothers Against Drunk Drivers, Al-Anon, Al-Ateen, Child Protective Services, Battered Women's Services, etc. Write or call these agencies to obtain literature to be shared with the class. (County, state and federal agencies have a wealth of materials.)

Generally, these agencies each have a Speakers Bureau. Depending on the interests of your students, schedule speakers to address the class. Older students can do the

scheduling themselves. We suggest that the students prepare a list of sample questions ahead of time to be shared with the speaker. This will allow her/him an opportunity to assess the class's depth of understanding of and sensitivity to the topic.

B. Collect articles and information about drug and alcohol abuse and family violence from newspapers, magazines and pamphlets. Use these and the literature you receive from the agencies to make a bulletin board. Divide the bulletin board into two sections – "The Problems" and "The Solutions." Categorize and post the information.

C. Frances Willard was a well known and respected national figure for twenty years. Discuss what it means to be a "national figure." Which women, active in public life today, might be considered national figures?

Name_____

FRANCES' FACTS – TRUE OR FALSE

Write true or false in front of each sentence:

_____ 1. Frances was born, raised and educated in New York.

_____ 2. The two major social issues of Frances' time were temperance and suffrage.

_____ 3. The money women and children earned belonged to their husbands or fathers.

_____ 4. Teaching was one of the many job choices open to Frances.

_____ 5. While doing housework, her brother, Frank, broke his arm and had to wear a cast, a situation which made Frances furious!

_____ 6. Frances wanted women to work only for women's suffrage and for prohibition.

_____ 7. Alcohol abuse is not a problem in the U.S. today.

_____ 8. Her "Do Everything" policy meant that Frances wanted to do all the work herself.

_____ 9. Alcohol is another word for liquor.

_____ 10. Frances was willing to do anything to help women and children have better lives.

_____ 11. Prohibitionists believed that drinking alcohol was alright as long as it was not abused.

_____ 12. Frances felt women should stay at home and not bother themselves with politics.

_____ 13. Frances wanted women to be able to vote in order to change the laws.

_____ 14. When Frances moved to Wisconsin it was a very crowded place.

* Special Challenge: Rewrite each false sentence to make it a true statement.

TYE LEUNG SCHULZE

First in Many Ways

1888-1972

This Chinese-American woman lived within two cultures and helped create a better life for herself and other Chinese women living in the American West.

Tye Leung lived with her parents, her sister and her six brothers in a tiny, crowded, two-room apartment in San Francisco's Chinatown. Her family was unusual. Nearly all of the Chinese people in the United States at this time were men who had come to work on the railroads. It was a "bachelor society," because most Chinese women were not allowed into the United States.

In 1901, when Tye was only 13 years old, her parents decided to follow the Chinese custom and arranged for her to marry an older man. They were going to send her to Butte, Montana, to marry someone she had never met. Tye wanted to choose her own husband. Being very smart and feeling "westernized," she did something very brave. She refused to go to Montana. Instead, she ran away to the Presbyterian Mission Home run by Donaldina Cameron. The mission was a refuge for young Chinese girls in San Francisco. There they were taught English, sewing and American customs.

Tye Leung had gone to school for six years in Chinatown. She was very educated for a Chinese girl at that time. In fact, she was one of the very few people in America then who could speak both English and Chinese. At the Presbyterian Mission Home, Tye started to use her skill as an interpreter.

At this time in China, poor families sometimes had to sell their daughters to get money to buy food. They loved their girls, and hoped they would be able to grow up in nice families. Unfortunately, many of these young girls were sold

again and sent to the United States to work as slaves and servants. Often they were mistreated and were very unhappy. Some of the slave girls sent secret messages to Donaldina Cameron at the Mission Home asking her to help them escape. The girls were told to wear a yellow ribbon on the day of the planned escape, so Miss Cameron and her helpers would know who they were.

Tye Leung's first job was a dangerous one – interpreter on the rescue team. Donaldina Cameron, Tye and the police would find the girl wearing the yellow ribbon and rescue her from slavery. The girl would then go with Donaldina and Tye to live and study at the Mission Home.

Tye got her next job because she had become an expert interpreter and had a special understanding of her people. She was hired as the assistant to the matron of the new Angel Island Detention Center in the middle of the San Francisco Bay. There she would help the new Chinese immigrant women and children while they waited for their entry papers to be completed so they could live in the United States. When she took this job, in 1910, Tye became the first Chinese-American civil servant for the United States government.

SAN FRANCISCO EXAMINER
May 15, 1912
San Francisco Has Only
Chinese Woman Voter in History

This was one of the many newspaper headlines about the first American-born Chinese woman voter, Tye Leung. Women had only been allowed to vote in California for one year, and never before had a Chinese-American woman voted anywhere in the U.S. Tye knew that voting was a way to influence the government and help her people.

While working at Angel Island, something good happened, and something bad happened. Tye met Charles Frederick Schulze, who worked as an immigration inspector. They fell in love and wanted to get married. That is when the trouble began. Their parents and California law were all against their marriage because Charles was white. From 1906 to 1948, California had laws which made it illegal for white and non-white people to marry.

Tye and Charles had to go all the way to Vancouver, Washington, to get married. When they returned home both of them were fired from their jobs

because of the terrible prejudice against mixed marriages. The Schulzes were a brave couple, marrying for love and willing to face the cruel discrimination of that time.

Tye's special skill as an interpreter helped her to find work in Chinatown. She had many interesting jobs in her lifetime: social worker and bookkeeper at the Chinese Hospital, a hostess at the Chinese Tea Garden and, for twenty years, night operator at the Chinese telephone company.

Tye and Charles raised four children, two boys and two girls. Tye Leung Schulze was a beloved and respected member of the San Francisco Chinese community. She was always willing to volunteer when someone needed an interpreter. She died in San Francisco at the age of 84. Tye Leung Schulze was brave, kind, and a "first" in many ways.

BEYOND BIOGRAPHY
Tye Leung Schulze
Vocabulary

custom	immigrants	rescue	prejudice
refuge	discrimination	immigrated	inspector
interpreter	westernized	immigration	volunteer
mistreated	educated	Chinese	bookkeeper
influence	unfortunately	assistant	slaves
translator	servants	cultures	slavery
expert	understanding	Chinatown	completed
detention	headlines	illegal	

Key Phrases

Presbyterian Mission Home	civil servant
bachelor society	mixed marriages
United States government	American-born

Place Names

San Francisco	China	Vancouver, WA
Butte, MT	United States	Washington
Montana	San Francisco Bay	

LANGUAGE DEVELOPMENT SKILLS

A. Define and discuss the vocabulary words and key phrases. This may be done as a whole-class exercise or in small groups with each group taking part of the list, defining the meanings and reporting back to the class.

B. Alphabetize the vocabulary words. This is a skill that needs to be reinforced because it allows access to information in our reference materials and libraries.

C. Syllable Size-Up (see next page)

D. If you could be the very first person to do any one thing (such as becoming the first woman president, or the first person to discover a cure for AIDS), what would it be? What obstacles (problems) would you have to overcome? How would you overcome them? Of course, your "Great American First" will be recorded in future history books. Illustrate yourself accomplishing your "first" as if it were the photo for the history book. Write an exciting and descriptive caption for the picture.

BEYOND BIOGRAPHY BONUS

A. Display all of the "Great American Firsts" pictures (from Activity "D" above) on the bulletin board or put together a "Great American Firsts" album.

B. Have each student write an autobiographical article to accompany her/his picture in the album. Or, each student can choose a partner, act as reporters and interview each other, and write the story of each other's accomplishments.

STUDENT ACTIVITY SHEET

Name_____

SYLLABLE SIZE-UP

Many of these vocabulary words are long and difficult. They have many syllables. List each word or phrase under the correct heading. You might have to "tap out" the word to figure out how many syllables it has.

one-syllable words

_____

two-syllable words

_____

_____

_____

_____

_____

_____

_____

three-syllable words

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

four-syllable words

_____

_____

_____

_____

five-syllable words

_____

_____

_____

FELISA RINCÓN DE GAUTIER

Alcadesa de San Juan
(Mayor of San Juan)
1897-1994

In 1897, when Felisa Rincón was born, girls were expected to become mothers and homemakers. Most girls were not sent to school to learn to read or write. Who would believe that a girl growing up at this time would become the mayor of San Juan, the largest city in Puerto Rico?

Felisa was lucky because her parents allowed her to go to school. She was a good student. She also loved to visit her uncle, Tio Paco. He was a pharmacist. She liked to watch him at work, mixing medicines, and giving advice and injections to heal people. She dreamed of becoming a pharmacist, too.

When Felisa was eleven years old, two terrible things happened! Her mother died while giving birth to her eighth child. Not only did Felisa lose her mother, but she also lost her dream. Her father insisted on following the Puerto Rican custom of having the oldest daughter stay at home to raise the younger brothers and sisters. Felisa had to quit school. How sad she was!

Her father bought a big sugarcane farm, and the family moved from San Juan to the country. Unlike the children of most plantation owners, Felisa became a good friend of the workers and their families. She was educated and knew a lot about cures for illnesses. Her new friends depended upon her for advice and help, especially when their children were sick. She was able to use many of the things her Tio Paco had taught her.

When Felisa was a young woman her family moved back to the city of San Juan. In 1932, Puerto Rican women finally won the right to vote. Felisa's father, like most Puerto Rican men, felt that women would lose their femininity if they voted or became involved in public life. Felisa insisted on voting and was the fifth person in line to register. Then she helped other women register to vote, too.

At that time, most people in Puerto Rico were either very rich or very poor. Felisa was rich, but she wanted to work with poor women. They began to trust her to help with their many problems. This was the beginning of her lifelong work to improve the living conditions of the Puerto Rican people.

In 1934, Felisa went to New York City to learn the sewing business. She returned to San Juan and opened her own clothing store. She wanted to give jobs to the poor people from the slums. Families living in the slums had many, many problems: crowded living conditions, disease, not enough good food to eat, poor schools, low pay and not enough jobs. She tried to help them solve these problems in any way she could.

While some people were talking about whether Puerto Rico should become a part of the United States or be an independent country, Felisa and others were more concerned about improving the living conditions of the workers and people in the city's slums. She started taking action. It was also then that she met and married Jenaro de Gautier.

Because of her ability to solve problems, Felisa was chosen to be the mayor of San Juan. She was the first woman mayor the city ever had. She had been offered the job in 1940 and in 1944, but had to say "no" both times because her father and husband did not want her getting into politics. But the people really needed someone who cared about their city and its problems. Felisa decided to say "yes" when she was asked for the third time in 1946.

During the twenty years she was "alcadesa" (mayor), more government housing, schools, daycare and health care centers were built than ever before. Every Wednesday Felisa held an open house where any citizen could speak to her about their problems. Many people asked for her personal help and advice, which she gladly gave. She was well known for involving herself in the everyday problems of the people and for finding solutions.

Felisa Rincón de Gautier's work in San Juan gained her worldwide attention. She went on many goodwill tours and received awards from many countries. She often visited the large community of Puerto Ricans living in New York City to help them become better adjusted to life in the United States.

At the age of seventy, Doña Felisa retired from her job as mayor. Today, she is remembered as a warm and caring political leader who proved that women can take an equal part in public life, become powerful leaders, and make permanent improvements in the life of a big city!

BEYOND BIOGRAPHY
Felisa Rincón de Gautier
Vocabulary

pharmacist	solutions	depended	permanent
medicines	insisted	register	improvements
educated	slums	dependent	ability
injections	conditions	independent	alcadesa
custom	citizen	concerned	wages
plantation	improvements	politics	illnesses
femininity	adjusted	appointed	

Key Phrases

goodwill tours
open house

Place Names

San Juan, PR	New York City
Puerto Rico	United States

LANGUAGE DEVELOPMENT SKILLS

A. Define and discuss the vocabulary words and key phrases. This may be done as a whole-class exercise or in small groups with each group taking part of the list, defining the meanings and reporting back to the class.

B. Alphabetize the vocabulary words. This is a skill that needs to be reinforced because it allows access to information in our reference materials and libraries.

C. Match the Meaning (see next page)

BEYOND BIOGRAPHY BONUS

The class brainstorms what it thinks are the major problems either at school or in the community. The students then break into interest groups which each explore one problem and its possible solutions in greater depth. After all groups report, the class chooses one of the problems to be a class project. After reaching consensus on strategies and solutions, the class plans and carries out a presentation to whomever has jurisdiction over the situation. In this way, students become involved in the democratic process and learn that their ideas have value.

STUDENT ACTIVITY SHEET

Name_____

MATCH THE MEANING

Match each vocabulary word to its meaning.
Note: Not all of the vocabulary words are used in this exercise.

1. _____ very large farm
2. _____ answers to problems
3. _____ the usual way something is done
4. _____ demanded
5. _____ "ladylike"
6. _____ dirty or run-down part of a city
7. _____ member of a country
8. _____ shots given to improve health
9. _____ maker of medicine
10. _____ getting used to something
11. _____ the way things are
12. _____ needs someone or something
13. _____ able to function on your own
14. _____ caring or worried about something
15. _____ chosen for something
16. _____ the workings of government
17. _____ lasting forever
18. _____ making things better

custom injections adjusted femininity concerned dependent pharmacist permanent plantation politics conditions solutions slums insisted citizen independent appointed improvements

ADA DEER

The Risk Taker

1935-Present

"My name is Deer, like Running Deer. I'm an Indian from a reservation. I don't let people walk on me. I fight back."

One night in Washington, D.C., a forty-seven-year-old woman was walking home from her job at the Native American Rights Fund. Out of the dark came two muggers who snatched her purse and ran down the street. She thought, "I'm not going to let these guys get away with this. It's wrong."

She began yelling and ran after them. During the chase, she found two police officers who stopped the bus the muggers were on. One of the muggers was caught. Later, when the woman talked about getting mugged, she said, "I thought about the problems of losing my purse. But I was also acting mostly instinctively. My reaction to life is not to let things go by me. My reaction is to act."

This courageous woman is Ada Deer, a Menominee Indian from Wisconsin. She lives her life by taking risks and fighting back. Ada was born in 1935 on the Menominee Reservation, and grew up with her brother and sister in a one-room log cabin with no running water or electricity. When she finished high school her tribe gave her a scholarship so she could go to college. A few years later Ada Deer became the first person from her tribe to graduate from the University of Wisconsin.

Ada was proud of this achievement! She promised that one day she would repay her tribe for sending her to college. She knew how valuable her college

education could be – for herself and her people – and she was grateful for what they had given her.

Ada didn't stop there. She also earned a master's degree in Social Work from Columbia University. Then she went to Minneapolis and began working in the public schools. She even started to go to law school! But the time had come for Ada Deer to keep her promise to her tribe.

The Menominees were in trouble. Because of an old law, they were in danger of losing their land and their rights as a tribe. Ada Deer and other Menominees were very angry at the government's unfair and unjust treatment of American Indians. They decided to use their power to take action. They held meetings and demonstrations to tell the press and the public what they wanted. They wanted to keep their land and they wanted to continue to have important services such as health clinics and schools.

The Menominee needed a leader. They looked to Ada Deer because she was educated and understood how the U.S. government works. Together they wrote a new law which would restore their rights as a tribe. Ada worked very hard to lobby important and powerful people in Washington, D.C., to pass this new law.

All her hard work paid off! In 1973, the Menominee Restoration Act was finally passed into law by the U.S. Congress. It returned their land and restored their right to live as a tribe. This was not only good for the Wisconsin Menominees, but it also made it much easier for other tribes to keep the government from doing the same injustice to them. Convincing the United States Congress to change its own unfair law was Ada Deer's biggest success!

In 1973, Ada Deer became the first woman chief of the Menominee tribe, even though some of the men didn't like the idea of a woman leader. In 1978 and in 1982, Ada Deer took risks again by becoming a candidate for Secretary of State in Wisconsin. She was the first American Indian to run for such a high office. Although she came in second both times, Ada learned many valuable skills that she is now teaching to other women. She knows the difference one person can make by becoming involved in the workings of our government. She knows that it is important to try. That is what risk-taking is all about! She said, "I had fun – even if I didn't win."

In 1982, Ada Deer won the Wonder Woman Foundation Award for "Women Taking Risks." She won this award because she had so many of the same special qualities as Wonder Woman: compassion, honesty, courage, strength, and wisdom. When she was given the $7,500 award, she was quoted as saying, "Wonder Woman converts her enemies, she doesn't conquer enemies. That's what I try to do in my work." She chose to use her prize money to pay her campaign debts.

Today Ada Deer teaches at the University of Wisconsin. She is also a leader of the American Indian women's leadership network, OHOYO (which means "woman" in the Choctaw Indian language). She travels all over the country and is often asked to talk to groups about American Indians and especially Indian women. In her speeches she says, "One of our precious rights as American citizens is to speak up... to speak out... and to work for change within the system."

Ada Deer has never forgotten her goals:

- Protecting, restoring and fighting for Indian rights
- Helping Indians and non-Indians understand each other
- Teaching Indians how to become active in our government

In 1992, Ada Deer took an important step toward making that dream come true. She ran for the U.S. House of Representatives. "While I did not win, I am glad that I took the risk and ran."

When Ada was asked what she was planning to do in the future, she said, "In my heart of hearts, I think it would be great to be a United States Senator, but that's something else again. Our society needs risk-takers, don't you think?" We wouldn't be surprised someday to read about Senator Ada Deer from Wisconsin. Would you?

BEYOND BIOGRAPHY
Ada Deer
Vocabulary

Menominee	valuable	leadership	restored
electricity	compassion	scholarship	restoring
instinctively	courage	campaign	convinced
risks	achievement	lobby	precious
reaction	wisdom	injustice	promised
candidate	courageous	demonstrations	leadership
qualities	converts	restoration	quoted
powerful	conquer	reservation	Senate
protecting			

Key Phrases

unjust treatment	Menominee Restoration Act
Native American	Wonder Woman Foundation Award
campaign debts	Secretary of State
United States Congress	House of Representatives

Place Names

Washington, D.C.	Minneapolis	Wisconsin

LANGUAGE DEVELOPMENT SKILLS

A. Define and discuss the vocabulary words and key phrases. This may be done as a whole-class exercise or in small groups with each group taking part of the list, defining the meanings and reporting back to the class.

B. Alphabetize the vocabulary words. This is a skill that needs to be reinforced because it allows access to information in our reference materials and libraries.

C. Synonym Search (see next page)

D. You have just won the Wonder Person of the Year Award. The prize is $7,500. Explain why you won the award. How will you use the money in each of the following three ways?

a. For yourself

b. For your family or friends

c. For people you do not know, for groups or for organizations or causes you support.

BEYOND BIOGRAPHY BONUS

Write, practice and present a 3- to 5-minute Wonder Person Award acceptance speech. Be sure to include: appreciation for being chosen, gratitude to your co-workers on your award-winning project, and how you plan to use the money. Add any other information that you feel would interest the audience. Remember, you have been honored for being outstanding in some area.

STUDENT ACTIVITY SHEET

Name_____

SYNONYM SEARCH

Fill in the blanks with the correct vocabulary word. Use the synonyms and the first letters as clues.

1. Ada _____ (agreed) to help her tribe in return for the _____ (important) help they had given her.

2. R_____ takers need to have _____ (bravery) and w_____.

3. C_____for public office must have a _____ (political contest).

4. Ada's tribe gave her a _____ (money for school) to go to college.

5. C_____ is understanding and appreciating others.

6. Her greatest _____ (success) was getting Congress to pass the Menominee Restoration Act.

7. Ada Deer was q_____ as saying, "Wonder Woman _____ (changes) her enemies, she doesn't _____ (defeat) enemies."

8. The Menominees had to _____ (talk to) important people in Washington, D.C., about _____ (giving back) their rights.

SUGGESTED ACTIVITIES

I. INDIVIDUAL ACTIVITIES

A. "AUTO"BIOGRAPHICAL SPEECHES (writing, public speaking)

1. Each student chooses one of the five women and writes an "auto"biographical speech as though she/he were the actual woman speaking to a crowd. The speech should include facts and feelings about her life as well as persuasive statements about the movements or issues with which she was involved. If possible, students can videotape the speeches and distribute the videotape to other classrooms to be shown during National Women's History Month.

2. Put together teams of six students; one will be the introductory speaker/poster bearer (see "Small-Group Activities"), the others will each represent one of the five women. These teams of six then present their speeches to other classes during National Women's History Month. Materials developed in "Small-Group Activities" (see below) can accompany these presentations.

3. Put together research teams for each woman. One student is the woman presenting the speech; another is the reporter who interviews members of the team's "audience" members after the speech to ask their reactions to what they have just heard. Have the "audience" members of the team research the popular views of the era so their responses will be realistic. This provides an excellent opportunity for students to process the information and ideas they have just heard.

B. WONDER PERSON AWARDS (creative writing)

1. Students write Public Service Announcements honoring each of the five women, to offer to local radio stations during National Women's History Month. These PSAs (Public Service Announcements) are generally 30 or 60 seconds long. Write the PSAs to educate the public about the deeds of the women. As an extender, have the students prepare a full set of 31 PSAs, one for each day of National Women's History Month. If PSAs are done well and timed precisely, local radio stations are often very receptive to this type of activity. Schedule a representative from a local station to show the class how to write effective PSAs.

2. Each student projects into the future and wins a "Wonder Person Award" for an outstanding achievement in her/his career. The student then writes an announcement for newspapers, called a "press release," summarizing her/his life and career. Be sure to include: the specific contribution or achievement for which the award has been given, what the prize is and how it will be used. These press releases can be read aloud and then assembled into a class newspaper or into a "Wonder Person Award Winners" bulletin board. Include a photo or sketch of the award winners. A bulletin board like this will delight parents at Open House.

C. WOMEN'S HISTORY MAP (geography)

1. Choose a color and symbol to represent each of the five women.
2. Identify and locate on the map the places where the women lived and traveled.
3. Mark the various locations for each woman, using her color and symbol.

II. SMALL-GROUP ACTIVITIES

Divide the class into five groups, one for each of the women. The tasks for each group are:

1. Art: Design a poster/chart/collage that represents the life and work of that woman. (This should be a group effort, so be sure to allow time for planning, layout, and discussing different media.)

2. History: Design a timeline for the woman, including her birth and death dates (where applicable), major events in her life, and significant historical events during her lifetime. The timeline may be illustrated.

3. Art: Design a bulletin-board "quilt" where each student designs a square to represent herself/himself. Intersperse squares designed to represent the accomplishments of the five women.

(These completed projects will be used to accompany the speakers in "Individual Activities" #2.)

III. WHOLE-CLASS ACTIVITIES

A. TIMELINE (art, history)

1. Create a timeline incorporating the data from the timelines developed for the individual women (see "Small-Group Activities" #2). Use paper which comes on a large roll, or continuous-feed computer paper.

2. Color coding for each woman will be helpful. One method is to use crayon for the various dates illustrated and then, using a water-diluted paint (light wash), brush over the time span of each woman in her color. This will clearly represent the overlapping of each woman's life period. For a different approach, list the dates in black marker, from first date to the present, with each woman having her own colored strand in a different-colored marker. (Do not use crayons, as they do not show up well at a distance. Also, the writing will show up better if it is done with a wide black marking pen.) This creates a highly visible display that everyone can help design and maintain.

B. "MEET THE PRESS" PANEL (oral and written language)

(This is an activity especially favored by "hams" and "verbally active" students.)

1. A class assignment to precede this activity: Students should watch "Meet the Press," "McNeil-Lehrer News Hour," "Face the Nation," or a similar program to gain an understanding of the format and questioning procedure of such programs.

2. Simulate a "Meet the Press" program with a cast consisting of one announcer, the five women, and three to five reporters. The reporters should write down their interview questions in advance. Expected answers should be factual as well as opinion-based.

3. Alternatively, the program could be done in a talk-show format, with one or more hosts interviewing the women.

C. NEWSPAPER WATCH (reading comprehension)

1. Contact your local daily newspaper and ask for a free subscription during National Women's History Month (March). Newspapers are usually willing to supply single copies or class sets for classroom use.

2. Divide the class into teams, one for each week during NWHM. Assign at least one student each day to be responsible for reading and clipping all of the news articles and pictures (not advertisements) about women that appear each day. Especially look for articles about women's achievements and contributions, women in history, changing roles and status on legal or economic issues affecting women, or articles about women's participation in your local community or in state, national, or world affairs.

3. Have each week's Newspaper Watch team select from their articles one local woman to invite to speak to your class about her life and achievements. The class should prepare questions in advance of her visit. Don't be intimidated by the woman's fame or high office. Most women

will be flattered, especially if the students handle the invitation and explain the project.

4. Invite the press. Contact the education/public affairs editor of your local newspaper and tell her/him about your project. Perhaps she/he would like to cover one or more of the scheduled visits to your class. The publicity will benefit your school and your class, and promote National Women's History Month. Newspapers are always looking for positive local education stories, and photographs.

5. See Frances Willard – "Beyond Biography" B for additional Newspaper Watch activities.

D. HERE AND NOW WOMEN

It is important for children to realize that women are making history today in all of our local communities. In this activity, one or more prominent local women are invited to speak to your class. They will serve as role models for motivation and inspiration. It is one thing to read about women's contributions in history, and quite another to talk with today's achieving women.

It would be an excellent exercise for the class to choose the community speakers. This should be done at least a month in advance of the desired speaking dates. Also, the speaker should have adequate background information on the project and the class so that she will be able to prepare appropriately.

This project can be time consuming, so you might want to enlist the help of a volunteer or a classroom committee to assist with phone calls, scheduling, etc. Contact a woman whose life can, in some direct way, represent one of the five women in this unit, and arrange for her to come speak to your class. The ideal outcome would be finding five contemporary women whose lives each connect with one of the five women from this unit.

Mary Shadd Cary: Contact a Black civil rights organization in your area for a woman representative to talk to your class about current civil rights and race-discrimination issues, the changing roles of African-American women, or other current issues.

Frances Willard: Invite a representative of Mothers Against Drunk Drivers, an alcohol or drug abuse agency, or a family violence prevention program to give a presentation to your class on the effects of alcohol/drug abuse or family violence on family life. Ask the person to also talk about how national organizations go about increasing public interest and support for their cause.

Tye Leung Schulze: Invite a Chinese-American woman to give a presentation on the changing role of Chinese-American women, the history of Chinese women in America, current issues related to Asian immigration, or other cultural issues.

Felisa Rincón de Gautier: Invite a woman who holds a public office in your city, county, or state. Ask her to talk about what her branch of government does, her training, her job responsibilities, what it is like to run for public office, and any special problems or successes she has experienced as a woman in public office.

Ada Deer: Invite an American Indian woman to speak about her tribal customs, Indian rights, history, or other current issues.

When making your contacts for speakers be as specific as possible about the topics or issues you would like to have addressed. The speaker will be more comfortable knowing exactly what you want her to cover, and the presentation will be more likely to meet your expectations. Encourage the speaker to talk about her own life in addition to talking about issues, and to bring in family pictures or other items which will enable the class to get a sense of her as a "whole person."

Name_____

MADE TO ORDER MATH

Math skills are always needed, even when you are learning to understand history. You will need your five biographies close at hand to complete these problems. You will also need to be a careful reader.

1. Calculate (figure out) how long each woman lived, or the current age of those women who are still alive.

2. What is the total of their combined ages? _____
3. Rank the women in order from oldest to youngest (list their names and their ages).

4. What is the average number of years the five women lived? _____
5. In 1920, the 19th Amendment to the Constitution was passed by the U.S. Congress, granting all women the right to vote. How many years had California women been voting by the time this amendment was passed? _____
6. Which of the five women was not alive when the 19th Amendment passed in 1920?

Mary Shadd Cary

1. In what year did she begin her teaching career? _____
2. How old was she when the Fugitive Slave Act was passed? _____
3. In what year did she enroll in Howard University Law School? _____
4. How many years passed between the time she married and the time she spoke at the National Woman's Suffrage Convention? _____

Frances Willard

1. Frances found her "life's most satisfying work" in what year? _____
2. After she died, how many people came to say "goodbye" to Frances Willard in one hour? _____
3. Frances Willard traveled about 18,000 a year for ten years. How many miles total did she travel in those speech-giving years? _____

STUDENT ACTIVITY SHEET

Name_____

Tye Leung Schulze

1. How old was Tye Leung when she became the first Chinese-American civil servant? _____
2. How long were the California laws in effect that forbade people of different races to marry? _____
3. In what year did California women win the right to vote? _____

Felisa Rincón de Gautier

1. How old was Felisa when Puerto Rican women began to vote? _____
2. How old was she when she went to New York to learn about the sewing business? _____
3. How old was she when she became the first woman mayor of San Juan? _____
4. In what year did Felisa retire from her job as mayor of San Juan? _____

Ada Deer

1. In what year was Ada Deer mugged? _____
2. In 1982, eighteen women were awarded the Wonder Woman Prize of $7,500 each. What was the total amount of prize money awarded? _____
3. How old was Ada when she received the Wonder Woman Award? _____
4. If Ada Deer becomes a member of Congress is the year 2000, how old will she be? _____

ABOVE AND BEYOND BIOGRAPHY
MAKING CHANGES – EACH IN HER OWN WAY

Each of the five women made a difference in her own way. Think about each of their lives and contributions (re-read the biographies if necessary). How were they alike? How were they different? On a separate sheet of paper, list each woman's name and other information called for, under the categories below.

1. Abolitionists
2. Prohibitionists
3. Suffragists
4. Mothers
5. Wives
6. The "Firsts." List what each woman did to be a "first."
7. Teachers. List what or who they taught.
8. Political activists. List the social problems each woman tried to change.
9. Risk-takers. List the ways in which they took risks.
10. Survivors of Racial Discrimination. List the specific type of discrimination faced by each woman.
11. Fighters for women's rights. List what each woman did to help women gain their rights.
12. My Favorite. Write why you chose this woman as your favorite.

LOOKING TO THE FUTURE

Let's design the National Women's History Month poster for next year! Whose pictures shall we put on the poster? Include your reasons for choosing these particular women. What is it about their lives that makes them "historically significant" in your mind? Find pictures of these women and design a poster displaying them. Send your poster ideas to the National Women's History Project, 7738 Bell Road, Windsor, CA 95492. All submissions will be acknowledged!

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Tomin • Burgoa Productions

Dear Student,

You have just completed a study of the lives of five historically significant women – five women of different races and cultures, five women of different eras and different achievements. Each woman contributed in her own way using her own skills to change or influence what she saw to be an injustice. Each woman made a difference by taking her energy and talents out into the world. Each woman had the ability to convert her feelings into action. We hope their stories will inspire you to use your feelings and talents to make a difference, too!

Sincerely,

Barbara Tomin &
Carol Burgoa, Authors

TEACHER'S ANSWER SHEETS

MARY SHADD CARY
Vocabulary words in alphabetical order

abolitionist
anti-slavery
dedicated
dedication
editor
escaping
famous
freedom
fugitive
graduated
illegal
kidnapped
lawyer
petticoats
province
punishment
Quaker
recruited
recruiter
slavery
slaves
suffragist

REACH FOR "THE ROOTS"
journal
suffrage
abolish
dedicate
free
slave
punish
run away
legal
person

FRANCES WILLARD
Vocabulary words in alphabetical order

ability
battered
cast
concerned
connection
considered
convinced
forbid
frontier
graduated
illegal
independence
insisted
isolated
liquor
organization
persuasive
pioneer
prohibitionists
property
refuges
respected
sparsely
suffrage
suffragist
temperance
unladylike

FRANCES' FACTS
1. false
2. true
3. true
4. false
5. false
6. true
7. false
8. false
9. true
10. true
11. false
12. false
13. true
14. false

TYE LEUNG SCHULZE
Vocabulary words in alphabetical order

assistant
bookkeeper
Chinese
completed
cultures
custom
detention
discrimination
educated
expert
headlines
illegal
immigrants
immigrated
immigration
influence
inspector
interpreter
mistreated
prejudice
refuge
rescue
servants
slavery
slaves
translator
understanding
unfortunately
volunteer
westernized

SYLLABLE SIZE-UP

1 syllable
slave

2 syllables
custom
refuge
expert
rescued
servants
headlines
Chinese
cultures

3 syllables
mistreated
influence
detention
immigrants
assistant
illegal
westernized
prejudice
inspector
volunteer
slavery
completed
bookkeeper

4 syllables
interpreter
understanding
immigrated
immigration

5 syllables
discrimination
unfortunately
American-born

FELISA RINCÓN DE GAUTIER
Vocabulary words in alphabetical order

ability
adjusted
appointed
citizen
concerned
conditions
custom
depended
dependent
educated
femininity
illnesses
improvements
independent
injections
insisted
medicines
permanent
pharmacist
plantation
politics
register
slums
solutions

MATCH THE MEANING
1. plantation
2. solutions
3. custom
4. insisted
5. femininity
6. slums
7. citizen
8. injections
9. pharmacist
10. adjusted
11. conditions
12. dependent
13. independent
14. concerned
15. appointed
16. politics
17. permanent
18. improvements

ADA DEER
Vocabulary words in alphabetical order

achievement
campaign
candidate
compassion
conquer
converts
convinced
courage
courageous
demonstrations
electricity
injustice
instinctively
leadership
lobby
Menominee
powerful
precious
promised
protecting
qualities
quoted
reaction
reservation
restoration
restored
restoring
risks
scholarship
valuable
wisdom

SYNONYM SEARCH

1. promise, valuable
2. risk, courage, wisdom
3. candidates, campaign
4. scholarship
5. compassion
6. achievement
7. quoted, converts, conquer
8. lobby, restore

MADE TO ORDER MATH
(NOTE: Answers assume the current year is 1995.)

1. Cary = 70,
Willard = 59,
Schulze = 84,
Gautier = 98,
Deer = 60

2. 371

3. de Gautier (98),
Schulze (84),
Cary (70),
Deer (60),
Willard (59)

4. 74

5. 9

6. Cary, Willard, Deer

CARY
1. 1839
2. 27
3. 1883
4. 22

WILLARD
1. 1874
2. 3,333
3. 180,000

SCHULZE
1. 22
2. 42
3. 1911

DE GAUTIER
1. 35
2. 37
3. 49
4. 1966

DEER
1. 1982
2. $135,000
3. 47
4. 65

MAKING CHANGES — EACH IN HER OWN WAY

Students' answers may vary. Allow for different interpretations of the material presented.

1. Cary, Willard
2. Willard
3. Cary, Willard
4. Cary, Schulze
5. Cary, Schulze, de Gautier
6. Cary, first woman editor in North America
Willard, first woman college president
Schulze, first Chinese-American female voter, first Chinese-American civil servant
de Gautier, first woman mayor of San Juan
Deer, first Menominee to graduate from University of Wisconsin
7. Cary, taught Black children
Willard, taught college students
Deer, taught college students
8. Cary, slavery and woman suffrage
Willard, temperance, woman suffrage, worker protection, child labor, prison reform
de Gautier, poor living conditions in the slums, unemployment
Deer, Indian rights
9. Cary, Willard, Schulze, de Gautier and Deer all took risks in their lives, so any response would be accurate. Ada Deer is the only one actually identified in the biographies as a "risk-taker," for chasing the muggers, going to college, fighting for Indian rights, and running for office.
10. Cary, had to move to Canada to ensure her freedom,
Schulze, lost her job for marrying a white man
Deer, U. S. government's attempt to take away Indian rights and land
11. Cary, worked for woman suffrage
Willard, worked for woman suffrage and economic equality
Schulze, helped free Chinese slave girls
de Gautier, helped women register to vote
Deer, works with OHOYO, the American Indian women's leadership network

Curriculum Resources Developed by the National Women's History Project

WOMEN'S HISTORY CURRICULUM GUIDE
The ideal starting point for educators unfamiliar with women's history. Designed for elementary and secondary use, this multicultural guide includes puppets/paper dolls, short biographies, historical re-enactments, research and discussion questions, as well as recommended supplementary print and non-print resources. K-12, 63 pages.

MYSELF AND WOMEN HEROES IN MY WORLD
Marvelous flannel-board copymasters that bring to life exciting stories of adventure and personal strength accompany each of the six lively biographies. Multicultural in scope, the booklet features: Queen Liliuokalani, Maria Tallchief, Harriet Tubman, Amelia Earhart and Sojourner Truth.
Grades K-4, 64 pages.

QUILT MAKING: A TRADITIONAL WOMAN'S ART FORM
Complete materials for an interesting and informative unit on quilt making. The set contains a dozen 8" traditional "quilt blocks," complete lesson plans for an art project introducing history and geometric principles, and a sample of pieced and quilted fabric for your class to handle. The sample blocks are printed in full color on coated card stock with presentation information on the reverse of each.
Grades 1-6.

CELEBRATE WOMEN'S HISTORY ACTIVITY BOOKLET
A companion to the "Celebrate Women's History" poster or the *Heroes in Our History* coloring book, also published by the NWHP, this booklet features biographies of twelve women from diverse backgrounds, activities related to their lives and work, suggestions for further reading, and more. Grades 2-6, 24 pages.

MULTICULTURAL WOMEN'S HISTORY CURRICULUM UNIT
Reproducible biographies, worksheets and activities based on the lives of Mary Shadd Cary, Tye Leung Schulze, Felisa Rincón de Gautier, Frances Willard and Ada Deer, women from a variety of time periods and ethnic groups. Developed by experienced teachers for classroom use. Activities adaptable to any grade level. Grades 3-8, 40 pages.

HARRIET TUBMAN GAME AND STUDY SET
Explore the daring life of Harriet Tubman, who led escaped slaves along the "Underground Railroad" to freedom in the North. The game will help students understand the tremendous risks involved in fleeing slavery, and the bravery of Harriet Tubman. Set includes black-line game board (suitable for coloring and laminating), markers and die, and elementary-level study guide. Grades 2-6.

VILMA MARTINEZ
One of the most influential Hispanic women in the United States today, Martinez has led a remarkably active and effective life. She is best known for her work as director of the Mexican American Legal Defense and Educational Fund, an organization she helped build from a small legal service to a multifaceted civil rights organization. Her biography, in both English and Spanish, and the language arts activities of this unit, will make the details of her inspiring life accessible to young readers.
Grades 4-6, 16 pages.

SCIENCE IS WOMEN'S WORK: PHOTOS AND BIOGRAPHIES OF AMERICAN WOMEN IN THE SCIENCES
A full-page photo and a biography for each of 26 scientists and mathematicians make this booklet an excellent introduction to outstanding women in eighteen different fields. Grades 4-8, 56 pages.

WOMAN SUFFRAGE MOVEMENT CURRICULUM UNIT
Covering the years 1834-1924, the unit begins with suffrage's roots in the abolitionist movement, through the passage of the 19th Amendment to the U.S. Constitution, to the introduction of the Equal Rights Amendment in Congress. Illustrated with historical photographs, the unit provides language arts lessons, student activities and research questions, and a bibliography for further reading. Grades 5-12, 30 pages.

CONTRIBUTIONS OF WOMEN: A RESEARCH UNIT
Women's history is the topic of these clearly detailed lessons teaching effective library and interview research methods. Once students have their facts organized, they can apply them to a wide range of interesting activities. Includes detailed teacher's instructions for 14-16 class sessions over a 7-week period. Grades 6-12, 36 pages.

COURAGEOUS VOICES CURRICULUM UNIT
Short biographies of over 100 women who have made their mark through skillful use of the English language – orators, journalists, novelists, poets, technical writers, and the like. Each of the eleven sections includes classroom and individual activity suggestions.
Grades 8-12, 48 pages.

LAS MUJERES: MEXICAN-AMERICAN/CHICANA WOMEN
Featured are full-page photographs and biographies in English and Spanish of 17 women from the 1700s to the present. Most of the women featured have made significant contributions to the public arena; some are examples of the important roles women play within their families and communities. Grades 6-adult, 40 pages.

WOMEN AND THE CONSTITUTION
Designed to help secondary students appreciate the role of women in the evolution of the U.S. Constitution, this unit contains narrative sections on women in colonial America and 19th-century feminist attempts to have the Constitution interpreted to include women. It also covers women's involvement in grass roots movements to amend the Constitution and Supreme Court decisions affecting women's rights. Grades 9-12, 60 pages.

These curriculum units and others are available from the National Women's History Project. For a copy of the Women's History Catalog, call or write: NWHP, 7738 Bell Road, Windsor, CA 95492,. (707) 838-6000.

National Women's History Project

This curriculum unit is one of the many resources developed by the National Women's History Project for use by educators at all grade levels. Our Project exists solely to promote gender equity through public recognition of women's history. We are delighted with the public response to our efforts.

National Women's History Month, celebrated in March of each year, was originated by members of this Project. It has become a regular feature on school, workplace and community calendars throughout the country. It is our goal to eventually have the study of women's history included as a regular part of the K-12 curriculum, so that all our children will grown up knowing about the lives and contributions of women from all walks of life.

The Women's History Catalog we produce annually has grown dramatically since its inception in 1983. The 48-page catalog offers a plethora of books, curriculum units, posters, games, plays, videos, and more, about multicultural women's history – all easily accessible by mail order.

The Women's History Network, coordinated by our office, includes hundreds of individual and institutional participants, working together across the country to write women back into history. A quarterly newsletter keeps Network members abreast of information; directories make each participant accessible to the others.

The NWHP consulting staff conducts in-service training workshops for school districts and state departments of education throughout the country. Our four-day teacher training workshop, held each summer in California, draws educators and community activists from across the nation.

We are a nonprofit educational corporation; your donation, above the price of items ordered, is tax deductible and will greatly facilitate our ongoing work.

It is our hope that the services and materials we offer will be a useful resource and support for your efforts to write women back into history.

The National Women's History Project Staff

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